

Grade One Unit Outline Example
Grade One Focus: Families and Schools

Unit 1: Living with Rules

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
Purposes of Government <i>Explain why people create governments.</i> 1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	<i>Identify</i> rules	identifying questions political scientists ask.
1 – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	<i>Give an example</i> power with authority	sources of legitimate power popular sovereignty
1 – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	<i>Give an example</i> power without authority	abuse of power
1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.	<i>Retell</i> sequence	using language to support chronological thinking
1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	<i>Describe</i> diversity	Diversity is a reflection of cultural development.
Values and Principles of American Democracy <i>Understand values and principles of American constitutional democracy.</i> 1 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	<i>Explain</i> fairness justice conflicts	using core democratic values in daily life

Unit 2: Using Time and Calendars

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
H2 Living and Working Together in Families and Schools <i>Use historical thinking to understand the past.</i> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	chronological thinking past present future	using language to support chronological thinking
1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.	calendar day week month	using language to support chronological thinking
1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.	<i>Compare</i> past and present.	using historical thinking to understand the past
1 – H2.0.7 Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	<i>Identify</i> celebration national holiday	promoting the values and principles of our American democracy CDV: patriotism
1 – C2.0.2 Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	<i>Identify</i> symbol of the United States	promoting the values and principles of our American democracy CDV: patriotism

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Grade One Focus: Families and Schools

Unit 3: Working Together for the Common Good

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
C5 Roles of the Citizen in American Democracy <i>Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.</i> 1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	<i>Describe</i> responsibilities	responsibilities of citizenship
1 – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).	<i>Identify</i> good citizenship	relationship between the rights and responsibilities of citizenship
P3.1 Identifying and Analyzing Public Issues <i>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</i> 1 – P3.1.1 Identify public issues in the school community.	<i>Identify</i> issue	identifying public issues
1 – P3.1.2 Use graphic data to analyze information about a public issue in the school community.	graphic data pictures charts	analyzing public issues
1 – P3.1.3 Identify alternative resolutions to a public issue in the school community.	<i>Identify</i> resolutions	evaluating alternative resolutions to public issues
Persuasive Communication About a Public Issue <i>Communicate a reasoned position on a public issue.</i> 1 – P3.3.1 Express a position on a public policy issue in the school community and justify the position with a reasoned argument.	<i>Communicate and</i> <i>tell why</i>	communicating and supporting a personal point of view
P4.2 Citizen Involvement <i>Act constructively to further the public good.</i> 1 – P4.2.1 Develop and implement an action plan to address or inform others about a public issue.	<i>Participate</i>	Citizens can work together to promote the values and principles of democracy. CDV: common good
1 – P4.2.2 Participate in projects to help or inform others.	<i>Participate</i>	responsible citizenship CDV: common good

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Grade One Focus: Families and Schools

Unit 4: My Family

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
Living and Working Together in Families and Schools <i>Use historical thinking to understand the past.</i> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	chronological order past present future	using language to support chronological thinking
1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.	days weeks months	using language to support chronological thinking
1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.	<i>Retell</i> in sequential order	using language to support chronological thinking
1 – G1.0.2 Give examples of places that have absolute locations (e.g., home address, school address).	absolute location	difference between absolute and relative location
G4 Human Systems <i>Understand how human activities help shape the Earth's surface.</i> 1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	<i>Describe</i> diversity	Cultural development impacts places and regions.
1 – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	power with authority	Sources of legitimate power Popular sovereignty
<i>Understand values and principles of American constitutional democracy.</i> 1 – C2.0.1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	<i>Explain</i> fairness justice conflicts resolution	fairness justice

Unit 5: Families in the Past

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
H2 Living and Working Together in Families and Schools <i>Use historical thinking to understand the past.</i> 1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	chronological order past present future	using language to support chronological thinking
1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	<i>Tell</i> a narrative	Construct a historical narrative using information from the past.
1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.	<i>Retell</i> in sequential order	using language to support chronological thinking
1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	<i>Draw conclusions</i> <i>Use</i> historical records and artifacts	using primary and secondary sources to tell about the past

Grade One Unit Outline Example

Grade One Focus: Families and Schools

1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.	<i>Compare</i> past and present	Use information about the past to compare.
G4 Human Systems <i>Understand how human activities help shape the Earth's surface.</i> 1 – G4.0.1 Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	<i>Describe</i> diversity	Cultural development impacts places and regions.
G5 Environment and Society <i>Understand the effects of human-environment interactions.</i> 1 – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	modify adapt	Human activities change the natural environment.

Unit 6: Making and Using Maps to Study My Family and Families Around the World

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
The World in Spatial Terms <i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i> 1 – G1.0.1 Construct simple maps of the classroom to demonstrate aerial perspective.	aerial perspective <i>Construct</i> maps	Use geographic tools and technologies to examine the world and answer geographic questions.
1 – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).	<i>Describe</i> region common characteristic boundaries	Define how space can be divided into regions.
G5 Environment and Society <i>Understand the effects of human-environment interactions.</i> 1 – G5.0.1 Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	modify adapt	Human activities change the natural environment.

Unit 7: Families and the Economy

Grade Level Content Expectation	Vocabulary, Concepts or Skills	Building the Concept
E1 Market Economy <i>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</i> 1 – E1.0.1 Distinguish between producers and consumers of goods and services.	<i>Distinguish</i> between consumer goods services	producer consumer goods services
1 – E1.0.2 Describe ways in which families consume goods and services.	consumption goods services	market economy circular flow
1 – E1.0.3 Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	scarcity choice	asking economic questions about scarcity and choice

Grade One Unit Outline Example
Grade One Focus: Families and Schools

1 – E1.0.4 Describe reasons why people voluntarily trade.	<i>Describe</i> voluntary trade	Price effects decision making. specialization circular flow
1 – E1.0.5 Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	earn	circular flow
1 – E1.0.6 Describe how money simplifies trade.	trade	trade money
1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	<i>Investigate</i> narrative connections (economic relationships)	using information from the past to investigate economic relationships
1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.	<i>Compare</i> life in the present and the past.	Use information about the past to compare economic life in the past.
1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	citizen responsibilities	responsibilities of citizenship